



THE USE OF POWERPOINT AS MEDIA OF LANGUAGE TEACHING ON STUDENTS' SPEAKING SKILL

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Abstract

Purpose of the study: Powerpoint is one of the communication tools which used to presenting learning material, and this article aims to know the use of PowerPoint as media that can improve students' speaking skill.

Methodology: The researcher uses the Pre-experimental method one group Pretest-Posttest design by regulating pretest to measure the subordinate variable, test treatment, and regulating posttest.

Main Findings: The result shows that posttest frequency is higher than pretest frequency by compering median 12.6>12.2. it means that PowerPoint provides video, audio, animation, slideshow, etc. can improve students' speaking skills.

Applications of this study: The population in this research are all of the students of MA Al-Asyhar Bungah Gresik with 20 social learners and 23 science learners class.

Novelty/Originality of this study: Media makes the students more understand, the instructor must prepare the exciting material, by using interesting media it helps students more understand. Because the use of media will stimulate students' understanding, the teacher can use interested and straightforward media which can make them focus on the material.

Keywords: Educational Technology, CALL, Learning, Media, PowerPoints, Language Teaching.

INTRODUCTION

Mastering communication ability is the main point of learning a foreign language, mainly the English language, as language France in this world (Aziz & Dewi, 2019a). Learning English communication should give a chance to the learner to practice their ability. Therefore, the educator must provide the learners' opportunity to practice their speaking skills (Kuśnierek, 2015). The educator is one of reason in increasing students' performance and competence (Aziz & Dewi, 2019b). Teachers can be difficulty conveying the materials and there is no creative impression without it. Most of them still use traditional media such as visual aids, pictures, books and other media that give real experience. Attractive media which is not monotonous and matches the teacher's ability will inflict students' knowledge.

Speaking is considered as essential language skills because having excellent expertise in English is one of the substantiations of mastering English (Aziz & Dewi, 2019a; Baidawi, 2016). So, speaking educator should identify and describe all the learners' activities to increase motivation, practice, technique and also their assessment. Besides, to teach speaking skills requires activities drafting that not only lets the learners to practice oral language but also focuses on linguistics and learning strategy (Goh, 2016; Hughes & Reed, 2016; Pakula, 2019).

By media, every foreign instructor feels assisted in teaching the English language. They also can simplify their material in the teaching process. Harmer clarifies that English educators must keep the fabric as straightforward as conceivable and coherent (Harmer, 2001). Teachers give relevant material which knowledge must be as real as the existence of the thing. So, the use of media in learning is essential to transfer any knowledge. Facilitators also must be mindful of an assortment of fabric accessible for moving forward students' dialect ability.

The present-day computer has risen after the Second World War may be a common reason machine that can be adjusted to modern purposes through programming and peripherals (Rockwell & Mactavish, 2004). Peripherals of computers include the mouse, keyboard, monitor, CPU, etc. Numerous individuals work it to form a report, preparing an introduction, make a record or maybe utilize for play an amusement. Today's individual computer can handle all these media with the fitting peripherals, making interactive media advancement and utilization accessible to the domestic client (Rockwell & Mactavish, 2004).

Comparable in nature preparing restrictions of working memory speak to a major calculate impacting the viability of human learning and execution, especially in complex situations that require concurrent execution of different assignments (Kalyuga, 2009). To process the students' memory to be a good performance in the environments, where the teacher must give an example that also good. Like the media that use to convey the matter, it must be suitable for education, especially for students. So that needs to use the match media to make it well.

With the development of science and technology, English teachers need to have the ability to integrating technology into the classroom (Bartolomé, 2017). Educators should process the competency of students' improvements to meet the demands of lifelong learning. Several teachers use recommendations; pedagogical, social, managerial and technical

(Chen & Schmidtke, 2017; Enwelim, 2016; Eryilmaz, Adalar, & Icinak, 2015; Pratama, Dimla, Yin, & Lughofer, 2013; Woods & Howard, 2015; Setyawan et al., 2019).

Powerpoint is one of the technology tools that used teachers as the media of learning. Powerpoint is continuously debated by both supporters and detractors (Savoy, Proctor, & Salvendy, 2009). Educator has influenced the investigation of PowerPoint effects on students skill (Savoy et al., 2009). The present article study about the general quiz scores into auditory, graphic, and alphanumeric ratings to expose new insights into effects of PowerPoint presentations on student performance (Baker, Goodboy, Bowman, & Wright, 2018; Knight, Paroutis, & Heracleous, 2018). It analyses the lecture information presented to students without the presence of PowerPoint (i.e., traditional lecture), auditory information within the proximity of PowerPoint, and visual (i.e., graphic and alphanumeric) information displayed on PowerPoint slides. The result shows that using PowerPoint can develop students' motivation and performance.

LITERATURE REVIEW

A computer is a set of electronics equipment, it assisting in teaching language learning in the school included in Indonesia. But, most of the teachers in Indonesia just a few employing it. Computers have been utilized for dialect education since the 1960s (Lee & Owens, 2004). This 30+ year history can be generally separated into three primary stages: behaviouristic CALL, communicative CALL, and integrator CALL. Each arranges to a certain level of innovation as well as a specific educational approach (Thomas, Reiders, & Warschauer, 2013). By the existing it, every school can provide the computers to complete the teacher profession, to the teacher can teach easy based on the current development (Azizah et al., 2019; Oetomo, Prasnowo, & Wajdi, 2019; Saputro et al., 2019).

Technology is a thing that very loved by every people in their life. Not only for adults but also for children, teachers, students, and so on. Because it provides many entertainments that support human needs, like a computer, handphone, etc.states that the term technology during this document refers to the utilization of systems that accept on computer chips, digital applications, and networks in all of the forms (Hegelheimer, Ware, & Kessler, 2009). It means that technology is the system for a presenter because the teachers are the presenter of knowledge, they can use this system that relies on it. Innovation permits instructors to distinguish instruction more proficiently by giving a more extensive assortment of roads for learning those reach understudies of different preparation levels, interface, and learning styles (Ahmad, 2012). Based on the explanation, the writer concludes that on technology, many instruction media can be used by teachers to teach not only based on students' learning style but also the different readiness levels and interests.

In the computer, provide an application that can be used by the teacher based on the teacher's need. That is PowerPoint, Video and also the internet basic. But many teachers prefer using PowerPoint for presentation. And it consists of audiovisual aids. Shockingly, numerous computer researchers allow up to the control of deliberation when confronted with the assignment of planning slides for a conversation. PowerPoint is broadly simple to memorize and utilize, it produces comes about that are tastefully satisfying to the most group of onlookers individuals, and it empowers clients to deliver non-specific slides in minutes (Findler & Flatt, 2005). They also explain that the teacher can present what they want to apply on their presentation, for example, they put a picture, so they can make a text that matches with the picture, and it prepares students' exploration active by slideshow. For audio, teachers can use an application that is Cambridge Dict, this is the dictionary that provides sound pronunciation from each word. But, the teachers can use another media other than which is mentioned above.

Clark & Mayer (2008) state that tangible memory permits for pictures and printed content to be held as correct visual pictures for a brief period in visual-tactile mind and for talked words and other sounds to be held as exact sound-related pictures for a short time period in a sound-related tangible memory. Here is the figure of Cognitive theory of media learning:

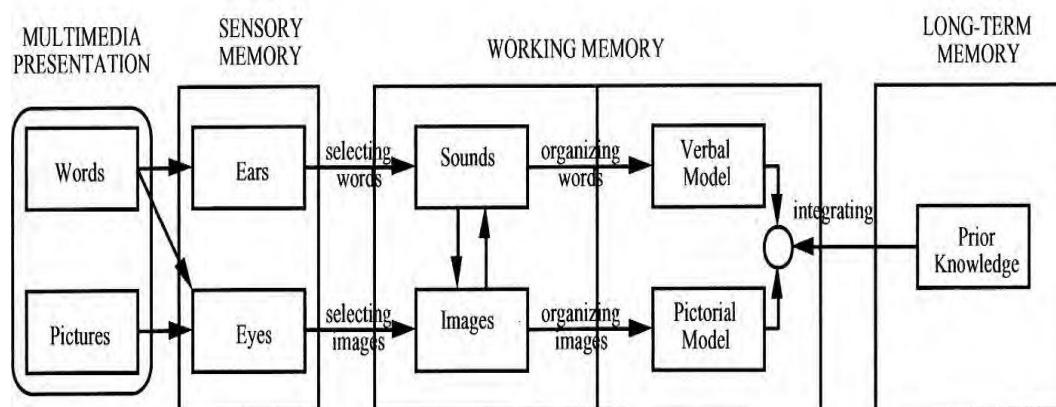


Figure 1: Cognitive theory of media learning

Source: Mayer, 2005

The figure presents a cognitive model of media learning intended to represent the human information-processing system. Five Forms within the Cognitive Hypothesis of interactive media learning for meaningful learning to happen in a mixed media environment, the learner must lock-in in five cognitive forms, selecting pertinent words for handling in verbal working memory, selecting outstanding pictures for preparing in visual working memory, organizing chosen words into a verbal demonstrate, organizing chosen pictures into a pictorial demonstrate, and coordination the oral and graphic representations with each other and with earlier information. [Tufte \(2003\)](#) argues that PowerPoint induces a “cognitive style” that encourages passivity and makes a complicated issue seem more clear-cut and straightforward than it is. Based on the statement above, the user of a slideshow is the young people that can design and implement it. Because it gives self-interest to the audience, who see at the introduction.

METHOD

In this research, the researcher used Pre-experimental research one group Pretest-Posttest Design on ([Ary, Jacobs, Sorensen, & Razavieh, 2010](#)) detailing which the one bunch plan, as a rule, includes three steps: (1) Regulating a pretest measuring the subordinate variable, (2) Applying the test treatment X to the subjects, and (3) Regulating a posttest once more measuring the subordinate variable. Contrasts ascribed to the application of the test treatment are at that point decided by comparing the pretest and posttest scores. In this study, the independent variable is Media, and the dependent variable is students' speaking skills. Because this method of research is no control of extraneous variables, it consists of maturation and history.

The population in this research is all of 43 students of MA Al-Asyhar Bungah Gresik. And for the sample is the students' second grade of MA Al-Asyhar Bungah Gresik, which consists of 2 classes. This sample takes by using Cluster Sampling, [Ary et al \(2010\)](#) state that if not outlandish, list all the individuals of a target populace and select the test from among them. That's, the analyst would select an irregular of schools from a list of students and after that include all the learners in those schools within the test.

Table 1: Details of Class

Class	Social Class	Science Class	The number of students
Total	20	23	43

Method Of Data Collection

For this study, the researcher used an instrument that was a quantitative approach that uses the Descriptive Statistics method and to the result accurate, the researcher did an interview with an English teacher and support with the Dokumentation. Here are the explanations: *Test, Interview, and Documentation*

Method Of Data Analysis

For data processing, the researcher used statistics data software of PSPP (Perfect Statistics Professionally Presented) to measure data from Test. PSPP was the program of data processing developed by GNU/Linux. In analyzing data, the researcher compares pre-test scores minus by post-test. The researcher used Descriptive Analysis to describe Mean, Standard Deviation, Variance, Modus, Maximum Value, and Minimum Value to calculate the value from the students' value of speaking. Cruel is the entirety of all the benefits in dissemination partitioned by the number of cases. Which is popularly known as the average or arithmetic average in terms of a formula:

$$X = \frac{\sum x}{N}$$

Where :

X: the mean

\sum : the sum of

x: each of the values in the distribution

N: the number of cases

An essential step within the conduct of investigating was the measurement. Estimation was the method through which perceptions are interpreted into numbers. To compare Pretest and Posttest, the researcher used an Ordinal Scale. In ordinal measurement, one decides the relative position of objects or people about a few properties, but without demonstrating the remove between areas.

In ordinal estimation, the experimental method utilized for requesting objects must fulfill a model known as the transitivity hypothesis. The hypothesis is composed: In case (a > b) and (b > c), at that point (a > c); it implies that the relationship must be such that's objects a was more prominent than protest b, and protest b was more noteworthy than question c, at that point protest a was more outstanding than question c. Of course, other words may be substituted for “Greater than”; these might incorporate More grounded than, Goes before, has more of a few quality, and so on.

The procedure of the Research

The theories express desires as to the finding that will result from the changes that are presented. In conducting an exploration, the analyst commits incredible care to the control and control of factors and the perception and estimation of comes. In its most straightforward frame a try has three characteristics: (1) an independent variable is controlled; (2) all other factors excepted the free variable are held consistent; (3) the impact of the control of the independent variable on the subordinate variable is observed. Based on the explanations above, the researcher made the procedure of the research as follows: The researcher prepared the material, made the used media to explore the content, The researcher discussed the implementation of Media in the classroom with the teacher. Here is the explanation:



Figure 2: Slide 1

An attractive slideshow was the first slide that first student's sight. It designed attractive because to get the students interest

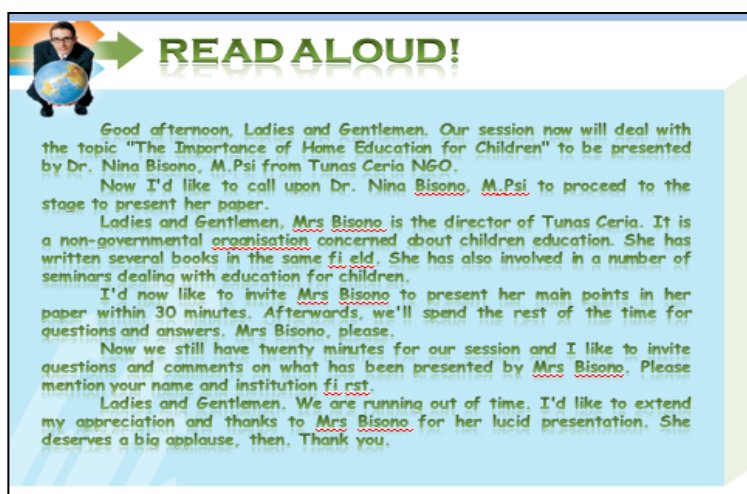


Figure 3: Slide 2

The script introduction for pretest was students done by reading-aloud on pair.

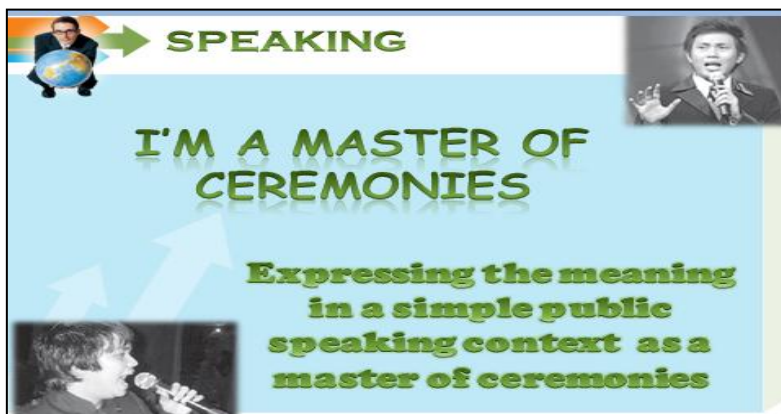


Figure 4: Slide 3

An Introduction of the Tittle, this was also an attractive slide, completed by the picture of the Master of Ceremony for matching to the title.

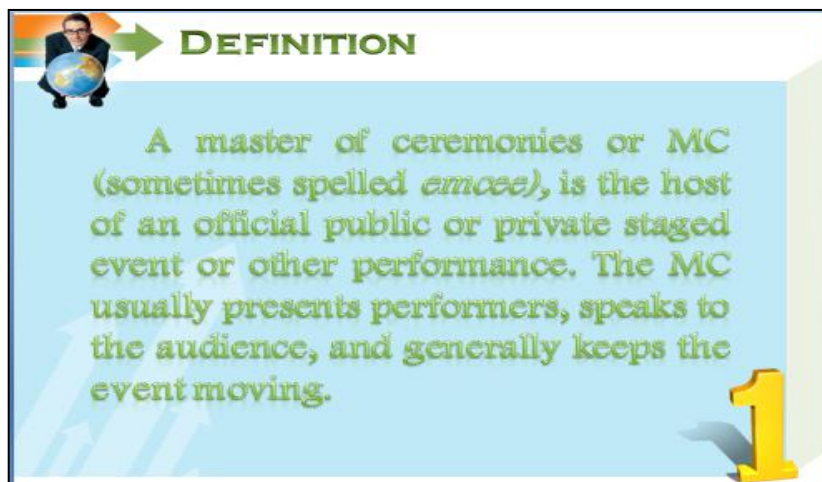


Figure 5: Slide 4

The definition of material that was treated based on the slide, to the students understands and improves on Posttest.

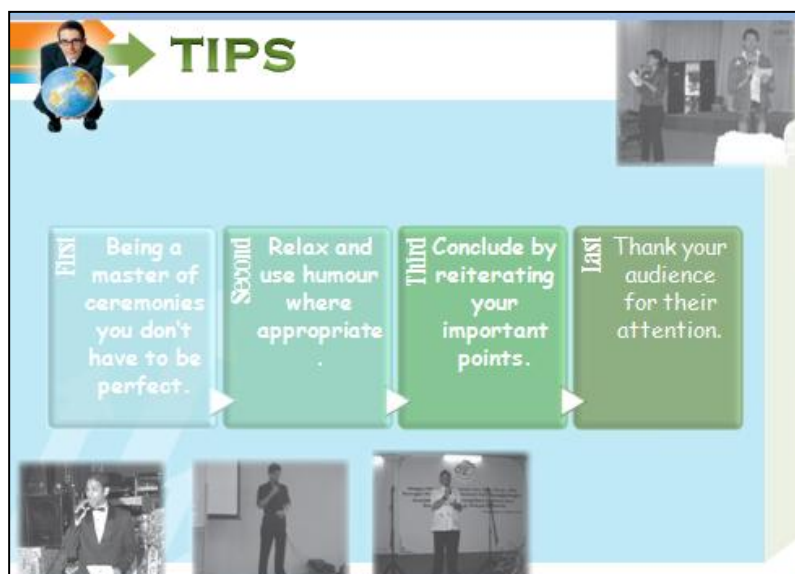


Figure 6: Slide 5

About tips, this was needed to give students confidence when speaking in front of the class. The advice can also vary based on the material.



Figure 7: Slide 6

About Expressions, that giving based on the material.

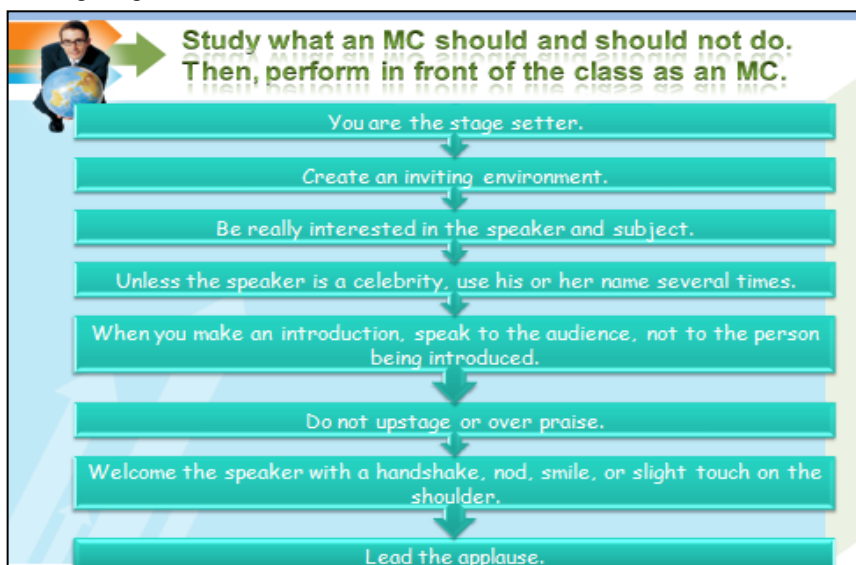


Figure 8: Slide 7

About the study, it gives to the students can perform their performance in front of the class well.

MC SCRIPT

Good evening. Ladies and Gentlemen, a warm welcome to you all to this reception organized by Cross Cultural Organisation (CCO).

A quick word about tonight's program: we shall begin with a talk by our honourable speaker, Professor Wahid Hidayat, from Jakarta. This will be followed by a short question-and-answer session, where you will be free to exchange ideas with the professor. At about 8 o'clock tonight when the talk concludes, the reception will resume, and we have arranged refreshments outside for you. Since the professor is catching his flight home tonight, much as we would like to have him here longer with us, we have to make sure that he can be allowed to leave the venue by 8:30.

As you may be well aware, this reception has been organized to mark the closing of an in-house seminar organized by CCO on cross cultural study. This seminar actually started last week and today is the last day.

We are very honoured to have invited Professor Wahid Hidayat of International University, to say a few words to us. Mr Hidayat please.

Figure 9: Slide 8



About script for students Posttest

PRONUNCIATION

- 'leɪ.dɪ/
- / dʒen.tl.mən/
- 'ɒn.ə.r.ə.bl /
- / ˈɔː.dɪ.ənt s/
- 'prə.ɡræm/
- / ˈspiː.kə.r/
- 'sef.ən/
- /steɪdɪz/

Figure 10: Slide 9



About study pronunciation, it gives because, in the speaking skill, it was essential to convey.

Vowel		
Phonetics symbols	Examples	Pronunciation
i:	see	[si:]
i	any	[ˈeni]
e	ten	[ten]
æ	hat	[hæt]
ɑ:	arm	[ɑ:m]
ɒ	got	[gɒt]
ɔ:	saw	[sɔ:]
ʊ	put	[pʊt]
u:	too	[tu:]
ʌ	cup	[kʌp]
ʊ	fur	[fɜ:]
ə	ago	[əˈɡəʊ]
eɪ	pay	[peɪ]
aɪ	five	[faɪv]
əʊ	home	[həʊm]
aʊ	now	[naʊ]
ɔɪ	join	[dʒɔɪn]
ɪə	near	[niə]
eə	hair	[heə]
ʊə	pure	[pjʊə]

Figure 11: Slide 10

About pronouncing vowels, the teachers can give it to the students, and make the students repeat the word after, also memorize these.

Consonants		
Phonetics symbols	Examples	Pronunciation
p	pen	[pen]
b	bad	[bæd]
t	tea	[ti:]
d	did	[dɪd]
k	cat	[kæt]
g	got	[gɒt]
tʃ	chin	[tʃi:n]
dʒ	june	[dʒu:n]
f	fall	[fɔ:l]
v	van	[væn]
θ	thin	[θi:n]
ð	then	[ðen]
z	so	[səʊ]
z	zoo	[zu:]
ʃ	the	[ði:]
v	vision	[ˈvɪʒən]
h	how	[haʊ]
m	man	[mæn]
n	no	[nəʊ]
s	sing	[sɪŋ]
l	leg	[leŋ]
r	red	[red]
j	yes	[jes]
w	wet	[wet]

Figure 12: Slide 11

About pronouncing consonants, the teachers can give it to the students, and make the students repeat the word after, also memorize these.



Figure 13: Slide 12

Attractive closing, to make the students want to learn again

RESULT AND DISCUSSION

In English lessons, students need further study between word, grammar, and translation. To reach these four skills reading, writing, listening and speaking. To make the students more understand, the instructor must prepare the exciting material, by using interesting media to help students more understand. Because the use of media will stimulate students' understanding. The teacher can use the simple and interesting media which can make them focus on the material. Here is the result of the test:

1. The result of the test:

Table 2: Students' Score List of Science Class

No	Students' Name	Score	
		Pretest	Posttest
1	ARW	13,2	12,6
2	ARA	11,6	12,6
3	AFR	13,2	12,6
4	IR	13,8	14,4
5	MF	11,6	12,2
6	UA	11,6	12,6
7	AKK	12,2	12,6
8	MKK	12,2	11,6
9	MRT	10,6	12,6
10	MSI	7	12,6
11	MAMW	10,2	12,6
12	NA	10,2	12,6
13	DN	13,8	14,4
14	HU	12,6	13,8
15	IAW	13,8	13,8
16	MA	12,6	13,8

17	NA	12,2	13,4
18	RR	14,4	14,4
19	VZA	11,6	13,8
20	YW	11,6	11,6
21	BI	14,4	14,4
22	NA	11,6	11,6
23	FU	14,4	14,4

PSPP appear the result as follows:

Table 3: Data from Science Class
Pretest

Label	Value	Frequency	Percent	Percent	Cum Percent
	7	1	4,35	4,35	4,35
	10,2	2	8,7	8,7	13,04
	10,6	1	4,35	4,35	17,39
	11,6	6	26,09	26,09	43,48
	12,2	3	13,04	13,04	56,52
	12,6	2	8,7	8,7	65,22
	13,2	2	8,7	8,7	73,91
	13,8	3	13,04	13,04	86,96
	14,4	3	13,04	13,04	100
Total		23			

Description

N	Valid	23
	Missing	0
Mean		12,19
Mode		11,6
Std Dev		1,71
S.E. Kurt		0,93
S.E. Skew		0,48
Range		7,4
Minimum		7
Maximum		14,4
Percentiles 50 (Median)		12,2

Posttest

Label	Value	Frequency	Percent	Percent	Cum Percent
	11,6	3	13,04	13,04	13,04
	12,2	1	4,35	4,35	17,39
	12,6	9	39,13	39,13	56,52
	13,4	1	4,35	4,35	60,87
	13,8	4	17,39	17,39	78,26

	14,4	5	21,74	21,74	100
Total		23	100	100	

Description		
N	Valid	23
	Missing	0
Mean		13,09
Mode		12,6
Std Dev		0,96
S.E. Kurt		0,93
S.E. Skew		0,48
Range		2,8
Minimum		11,6
Maximum		14,4
Percentiles	50	
(Median)		12,6

This postulate is written: If $(a > b)$ and $(b > c)$, then $(a > c)$; it implies that the relationship must be such that's objects a is more noteworthy than question b, and question b is more prominent than question c, at that point protest a is more remarkable than posttest. Of course, other words may be substituted for "Greater than".

1) Comparing Mean

Science Class

a. Pretest (non media) = 12,19

b. Posttest (media) = 13,09

This postulate is written : $b > a = 13,09 > 12,19 = \text{Posttest} > \text{Pretest}$

It is substituted with the mean of Posttest is greater than Pretest.

2) Comparing Mode

Science Class

a. Pretest (non media) = 11,6 (f = 6)

b. Posttest (media) = 12,6 (f = 9)

This postulate is written : $b > a = 12,6 > 11,6 = \text{Posttest} > \text{Pretest}$

It is substituted with the Mode of Posttest is greater than Pretest.

3) Comparing Maximum Value

Science Class

a. Pretest (non media) = 14,4 (f = 3)

b. Posttest (media) = 14,4 (f = 5)

This postulate is written : $b = a ; 14,4 (f = 3) = 14,4 (f = 5) ; \text{Posttest} = \text{Pretest}$

It is substituted with the Maximum value of Posttest is equal with Pretest. But they have the different frequency which is the Posttest frequency is higher than Pretest frequency.

4) Comparing Median

Science Class

a. Pretest (non media) = 12,2

b. Posttest (media) = 12,6

This postulate is written : $b > a = 12,6 > 12,2 = \text{Posttest} > \text{Pretest}$

It is substituted with the Median of Posttest is greater than Pretest.

Table 4: Students' Score List of Social Class

No	Students' Name	Score	
		Pretest	Posttest
1	AF	10,6	12,6
2	HP	11,6	13,2

3	MDZ	11,6	10
4	MFA	10,6	11,6
5	MIAF	13,2	13,2
6	MFE	12,2	12,2
7	MNA	12,2	12,2
8	MRAS	10,6	13,2
9	MAS	12,2	12,2
10	REM	10,6	10,6
11	SH	12,8	12,2
12	MFF	11,6	13,2
13	AS	12,2	15
14	FU	11,6	13,2
15	LR	12,6	12,6
16	NI	12,6	12,6
17	PZI	12,6	12,6
18	SA	12,2	13,2
19	SE	12,2	15
20	ZN	12,6	11,6

Table 5: Data from Social Class
Pretest

Label	Value	Frequency	Percent	Percent	Cum Percent
	10,6	4	20	20	20
	11,6	4	20	20	40
	12,2	6	30	30	70
	12,6	4	20	20	90
	12,8	1	5	5	95
	13,2	1	5	5	100
Total		20	100	100	

Description

N	Valid	20
	Missing	0
Mean		11,92
Mode		12,2
Std Dev		0,8
S.E. Kurt		0,99
S.E. Skew		0,51
Range		2,6
Minimum		10,6
Maximum		13,2
Percentiles	50	12,2

(Median)					
Posttest					
Label	Value	Frequency	Percent	Percent	Cum Percent
	10	1	5	5	5
	10,6	1	5	5	10
	11,6	2	10	10	20
	12,2	4	20	20	40
	12,6	4	20	20	60
	13,2	6	30	30	90
	15	2	10	10	100
Total			100	100	
Description					
N				Valid	20
				Missing	0
Mean					12,61
Mode					13,2
Std Dev					1,19
S.E. Kurt					0,99
S.E. Skew					0,51
Range					5
Minimum					10
Maximum					15
Percentiles			50		
(Median)				12,6	

This postulate is written: If $(a > b)$ and $(b > c)$, then $(a > c)$; it implies that the relationship must be such that's objects a is more noteworthy than protest b, and protest b is more prominent than question c, at that point question a is more remarkable than posttest. Of course, other words may be substituted for "Greater than".

1) Comparing Mean

Social Class

a. Pretest (non media) = 11,92

b. Posttest (media) = 12,61

This postulate is written : $b > a = 12,61 > 11,92 = \text{Posttest} > \text{Pretest}$

It is substituted with the mean of Posttest is greater than Pretest.

2) Comparing Mode

Social Class

a. Pretest (non media) = 12,2 (f = 6)

b. Posttest (media) = 13,2 (f = 6)

This postulate is written : $b > a = 13,2 > 12,2 = \text{Posttest} > \text{Pretest}$

It is substituted with the Mode of Pretest is greater than Posttest.

3) Comparing Maximum Value

Social Class

a. Pretest (non media) = 13,2

b. Posttest (media) = 15

This postulate is written : $a > b = 13,2 > 15 = \text{Pretest} > \text{Posttest}$

It is substituted with the Maximum value of Pretest is greater than Posttest.

4) Comparing Median

Social Class

- a. Pretest (non media) = 12,2
b. Posttest (media) = 12,6
This postulate is written : $b > a = 12,6 > 12,2 = \text{Posttest} > \text{Pretest}$
It is substituted with the Median of Posttest is greater than Pretest.

Hypothesis Testing

1. By the results of the Science class:

The mean of the Posttest is higher than Pretest, the Mode of Posttest is higher than Pretest, the Maximum value of Posttest is equal with Pretest. But they have a different frequency which is the Posttest frequency is higher than Pretest frequency and the Median of Posttest is greater than Pretest.

2. By the results of the Social class:

The mean of the Posttest is higher than Pretest, the Mode of Pretest is higher than Posttest, the Maximum value of Pretest is higher than Posttest and the Median of Posttest is higher than Pretest.

By the results above, the researcher can compare between H_0 (null hypothesis), that the students' speaking skill become better improvement when learning English by using media than learning by non-media and H_1 (alternative hypothesis), that there is the no different result between students discovered by no-media and use media.

The testing hypothesis shows how the H_0 (null hypothesis) was accepted because of the statement "Greater than" in the result of the study. Therefore, the students speaking skills become better improved when learning English by using media than learning by non-media.

And then reinforced with the teacher stated that the students' value is good enough and then made the class more active than before. It because of the media that I use, and then supported with my performance that can make the students improve.

CONCLUSION

By the use of Multimedia, it can improve the students speaking skill. It can look from the result. If $(a > b)$ and $(b > c)$, then $(a > c)$; it means that the relationship must be such that is objects a is greater than object b , and object b is greater than object c , then object a is greater than object c . Of course, other words may be substituted for "Greater than". From the Science class, by comparing mean $13,09 > 12,19$. with the mean of Posttest is greater than Pretest. Comparing Model $12,6 > 11,6$. with the Mode of Posttest is greater than Pretest. Comparing Maximum Value $14,4 (f = 3) = 14,4 (f = 5)$ with the Maximum value of Posttest is equal with Pretest. But they have a different frequency which is the Posttest frequency is higher than the Pretest frequency. Comparing Median $12,6 > 12,2$. with the Median of Posttest is greater than Pretest. From the Social class, by comparing mean $12,61 > 11,92$. with the mean of Posttest is greater than Pretest. Comparing Model $13,2 > 12,2$. with the Mode of Posttest is greater than Pretest. Comparing Maximum Value $13,2 > 15$ with the Maximum value of Pretest is greater than Posttest. Comparing Median $12,6 > 12,2$. with the Median of Posttest is greater than Pretest. And then support the teacher statement, the students' value is good enough and then made the class more active than before. It because of the media that I use, and then supported with my performance that can make the students improve

SUGGESTION

The instructor must prepare interesting material by using interesting media to help students more understand. Because the use of media will stimulate students' understanding. The teacher can use the simple and interesting media which can make them focus on the material.

LIMITATION AND STUDY FORWARD

This research is limited to one case that occurred in students of MA Al-Asyhar Bungah Gresik. Due to the lack of student understanding during the lesson. The results of this study can be beneficial for educators and stakeholders. Further research is needed on using multimedia with future technological developments.

IMPLICATION

Due to the lack of student understanding during the lesson. The results of this study can be beneficial for educators and stakeholders. Further research is needed on using multimedia with future technological developments. This research ought to contribute to the knowledge of the using concept to use PowerPoint as the media of learning.

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